



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1900 E Summit St., Tucson, AZ 85706

Sunnyside Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Roxana Rico Sanders
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-3
Web Address : www.susd12.org
Phone Number : (520) 545-3800
Fax Number : (520) 545-3816
E-mail : roxanas@susd12.org

Mission

The mission of Summit View Elementary School is to work with the community in order to provide a safe and positive environment that prepares and educates every child to foster academic success while meeting and exceeding the State Standards.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students attending Summit View Elementary will meet or exceed the Arizona Academic Standards in Reading, Writing and Math. We will increase the percentage of students meeting or exceeding the standards.
- ü All parents, students, staff members and the principal will participate in the Summit View Reading Compact in order to improve and foster the home-school relationship.
- ü All K-3 Students will participate in Voyager- Universal Literacy Reading Program. All K-5 Struggling readers will receive daily interventions and weekly Progress Monitoring.
- ü Students 1-5 will participate in Accelerated Reader and Accelerated Math program to enhance skills and meet and exceed standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 401
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Ü Full-day Kindergarten
- Ü Dual Language Strand
- Ü Sheltered English Immersion Strand
- Ü Preschool Ages 3 and 4-Headstart
- Ü Reading First School-K-3
- Ü Extended Day
- Ü Primary Site K-3

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school is obligated to provide the best possible educational environment that is safe and conducive to student learning by providing opportunities for parents to actively participate, one-on-one, with their child in the educational process.

Parents

Parents are highly encouraged to be active members of the learning community. Parents are to ensure children are in school, read daily, complete homework and communicate regularly with teachers and school personnel.

Transportation Policy

According to Board Policy #E280, transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Wallace Leadership Improvement Grant	2005
Ü Reading First Grant	2003
Ü IDEA Improved Parent Decision Making Grant	2003
Ü IDEA Paraprofessional Training Grant	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1372	80010	100	99	99	435	442	447	12	9	10	19	21	18	64	57	53	4	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	674	38935	100	99	99	440	443	447	16	9	9	8	19	19	70	59	55	6	13	17
Male	38	697	40974	100	99	98	431	441	448	8	9	11	32	22	18	58	56	52	3	12	19
African American	NC	22	4201	NC	92	99	NC	443	430	NC	5	17	NC	18	23	NC	68	51	NC	9	9
Hispanic	74	1215	34545	100	99	99	438	442	432	12	9	14	15	21	24	69	57	53	4	13	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	11	78	35142	100	100	99	432	457	465	9	6	5	36	14	11	45	55	56	9	24	28
Students with Disabilities	15	201	10161	100	98	93	397	409	419	47	32	28	40	30	28	7	34	36	7	3	8
Students without Disabilities	74	1171	69849	100	99	100	443	447	451	5	5	7	15	19	17	76	61	56	4	14	19
Limited English Proficient Students	48	518	14013	100	99	97	425	426	413	17	15	24	21	31	34	63	47	39	NA	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	79	1217	39029	99	99	98	436	440	432	13	10	14	18	22	25	66	56	52	4	12	9
Non-Economically Disadvantaged	10	155	40981	100	100	100	NA	453	462	NA	6	6	NA	13	13	NA	65	54	NA	17	27

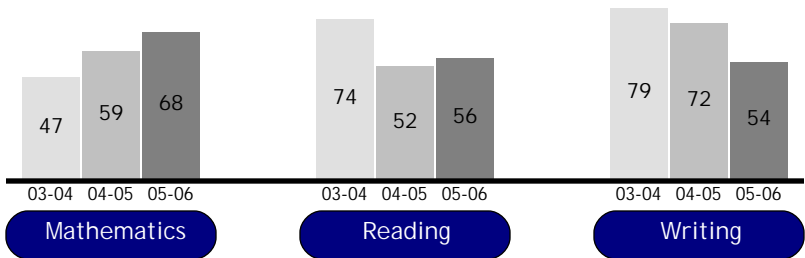
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1369	79438	100	99	98	438	438	451	11	12	9	33	31	24	54	52	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	674	38775	100	99	99	450	444	457	10	9	7	22	28	22	64	57	58	4	5	13
Male	38	694	40560	100	98	97	422	431	446	13	15	12	45	35	25	42	47	54	NA	3	9
African American	NC	22	4178	NC	92	98	NC	438	439	NC	5	13	NC	41	29	NC	50	52	NC	5	6
Hispanic	74	1212	34297	100	99	98	438	436	434	14	13	14	30	32	31	54	51	50	3	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	11	78	34887	100	100	98	449	461	471	NA	4	4	36	23	15	64	60	63	NA	13	18
Students with Disabilities	15	200	9588	100	97	88	407	394	416	27	39	30	47	39	32	27	21	34	NA	2	5
Students without Disabilities	74	1169	69850	100	99	100	444	445	456	8	7	7	30	30	23	59	58	59	3	5	12
Limited English Proficient Students	48	515	13856	100	99	96	420	412	407	21	23	27	38	44	43	42	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	79	1214	38685	99	98	97	438	435	435	13	13	14	32	33	32	53	50	50	3	4	5
Non-Economically Disadvantaged	10	155	40753	100	100	99	NA	456	467	NA	6	5	NA	18	16	NA	67	62	NA	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1378	79971	100	100	99	424	430	423	6	5	8	40	35	41	52	57	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	677	38974	100	100	99	438	443	437	4	4	5	30	28	33	62	65	57	4	4	4
Male	38	700	40895	100	99	98	408	417	410	8	7	10	53	43	47	39	49	41	NA	1	2
African American	NC	23	4203	NC	96	99	NC	434	411	NC	4	11	NC	30	45	NC	65	43	NC	NA	2
Hispanic	74	1220	34481	100	99	99	425	429	410	7	6	10	36	35	46	54	57	43	3	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	11	78	35150	100	100	99	422	440	437	NA	3	5	55	35	35	45	60	56	NA	3	5
Students with Disabilities	15	202	10258	100	98	94	382	385	377	13	14	23	60	56	51	27	29	25	NA	0	1
Students without Disabilities	74	1176	69713	100	100	100	433	437	429	4	4	5	36	32	39	57	62	52	3	3	3
Limited English Proficient Students	48	516	13985	100	99	97	407	407	382	10	8	18	44	49	54	46	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	79	1221	38994	99	99	98	423	428	409	6	6	10	41	37	47	51	55	41	3	2	1
Non-Economically Disadvantaged	10	157	40977	100	100	100	NA	446	437	NA	4	5	NA	24	34	NA	69	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	32	NA	58	100	36	38	47	96	32	35	46
	Language	100	19	28	50	100	36	39	47	96	34	37	48
	Mathematics	100	39	49	64	100	34	42	50	96	32	43	52
3	Reading	98	36	NA	55	100	34	33	44	100	37	34	46
	Language	99	39	53	61	100	39	34	44	100	37	35	46
	Mathematics	98	42	54	61	100	39	41	51	100	48	46	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Budget/Grants
- ü Student Discipline
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü Adult Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	9.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	8	2	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	11%

Resources Available at School Site

Special Facilities

- ü Family Wellness Resource Center
- ü Wireless lab
- ü Health Clinic

Extracurricular Activities

- ü Student Safety Patrols
- ü Student Council
- ü DES Approved Certified Childcare
- ü PBS-Positive Behavior Supports

Social Services

- ü Adult Education - ESL, GED, Computers
- ü Literacy Classes
- ü Parenting Classes
- ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Summit View made AYP for the 2004-2005 school year, they are labeled a "Performing" school by the State. Students continue to demonstrate consistent growth in all areas, Reading, Writing and Math in Terra Nova and AIMS.
- ü Accelerated Reader program continues to help increase the circulation of books in the Library to 4,000+ in any given month.
- ü Accelerated Math program is being implemented in order to increase and provide students the opportunity to engage in higher level math concepts at their own pace in order to sustain, improve and accelerate math skills.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Summit View has a zero-tolerance policy. We will not tolerate any violence towards any individual. All parents and visitors are asked to stop by the office at all times to sign-in and receive a visitors pass while on campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Roxana Rico Sanders	(520) 545-3800
Transportation Policy	John Smead	(520) 545-2000
Community Resources	Mary Fernandez & Darla Bice	(520) 545-3800
School Nutrition Programs	Alan Seino	(520) 545-2000
Parent Organization	Monica Robinson & Jessica Nordhagen	(520) 545-3800
Student Health/Nurse	Jeanette Varela	(520) 545-3800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.